

**Los Medanos College**  
**Program Review Data for**  
**English as a Second Language**

Prepared by the Office of Institutional Research

August 2006

Background

This report provides the department with three-year trends on indicators on the following areas:

- Enrollment
- Productivity
- Student Success

For Vocational Education programs, data on VTEA core indicators are provided.

I. Enrollment: This section provides a three-year trend on student enrollment by headcount as of first census. Because our demographic make up is rapidly changing, figures by ethnicity are also provided.

II. Productivity: In this section, three-year trends are provided for: FTEF/FTES, FTES, Part-time FTEF, full-time FTEF, and full-time Staff. For most measures, college figures are provided for comparison purposes.

III. Student Success. This section consists of: Retention Rates, Success rates, number of students with declared major who completed 18 units or more, and number of degrees and certificates awarded. In this section, statistics by ethnicity are also provided.

**Note: ALL DATA is for the academic year (Fall and Spring only).**

Definitions for each measure are provided in the footnotes.

Data Sources: The two main sources of information are: 1. DataTel and the Research Data Warehouse. Productivity figures were provided by the Business Office.

## STATISTICS

**HEADCOUNT ENROLLMENT (Unduplicated at Census):** Student headcount in English as a Second Language (ESL) slightly decreased from 347 in 2002-2003 to 340 in 2004-2005, a decrease of 7 students in the last three years.

When examined by ethnicity, it is observed that the proportion of Asians increased by 1% and for Latinos by 5%. Asians and Latinos make up the majority of students enrolled in ESL courses.

### Headcount Enrollment: English as a Second Language

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	<b>N=347</b>	N=12946	<b>N=300</b>	N=11527	<b>N=340</b>	N=12808	<b>-7</b>	-138
							<b>-2%</b>	<b>-1%</b>
<b>Asian</b>	<b>20%</b>	5%	<b>18%</b>	6%	<b>21%</b>	6%	<b>1%</b>	1%
<b>African American (non-Hispanic)</b>	<b>2%</b>	13%	<b>1%</b>	13%	<b>1%</b>	14%	<b>-1%</b>	1%
<b>Filipino</b>	<b>4%</b>	6%	<b>3%</b>	6%	<b>3%</b>	6%	<b>-1%</b>	0%
<b>Hispanic</b>	<b>65%</b>	21%	<b>67%</b>	23%	<b>70%</b>	24%	<b>5%</b>	3%
<b>American Indian/Alaskan Native</b>	<b>0%</b>	1%	<b>0%</b>	1%	<b>0%</b>	1%	<b>0%</b>	0%
<b>Other Non-White</b>	<b>1%</b>	3%	<b>1%</b>	3%	<b>3%</b>	2%	<b>2%</b>	-1%
<b>Pacific Islander</b>	<b>0%</b>	1%	<b>1%</b>	1%	<b>0%</b>	1%	<b>0%</b>	0%
<b>White non-Hispanic</b>	<b>3%</b>	44%	<b>5%</b>	43%	<b>3%</b>	43%	<b>0%</b>	-1%
<b>Unknown</b>	<b>5%</b>	7%	<b>4%</b>	5%	<b>1%</b>	3%	<b>-4%</b>	-4%
<b>All Students</b>	<b>100%</b>	100%	<b>100%</b>	100%	<b>100%</b>	100%	<b>-</b>	<b>-</b>

NOTE: Percentages may not add up to 100% due to rounding.

**SEATCOUNT ENROLLMENT (Duplicated at Census):** Seatcount enrollment in English as a Second Language increased from 587 in 2002-2003 to 621 in 2004-2005, an increase of 34 seats.

Asians and Hispanics have make up for over 80% of the seats in the last three years.

### Seatcount Enrollment: English as a Second Language

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	<b>N=587</b>	N=43127	<b>N=561</b>	N=40792	<b>N=621</b>	N=42549	<b>+34</b>	-578
							<b>+6%</b>	<b>-1%</b>
<b>Asian</b>	<b>21%</b>	5%	<b>19%</b>	6%	<b>22%</b>	6%	<b>1%</b>	1%
<b>African American (non-Hispanic)</b>	<b>1%</b>	14%	<b>0%</b>	14%	<b>1%</b>	15%	<b>0%</b>	1%
<b>Filipino</b>	<b>3%</b>	6%	<b>3%</b>	6%	<b>3%</b>	6%	<b>0%</b>	0%
<b>Hispanic</b>	<b>65%</b>	20%	<b>68%</b>	22%	<b>69%</b>	24%	<b>4%</b>	4%
<b>American Indian/Alaskan Native</b>	<b>0%</b>	1%	<b>0%</b>	1%	<b>0%</b>	1%	<b>0%</b>	0%
<b>Other Non-White</b>	<b>1%</b>	3%	<b>1%</b>	3%	<b>2%</b>	3%	<b>1%</b>	0%
<b>Pacific Islander</b>	<b>0%</b>	1%	<b>1%</b>	1%	<b>0%</b>	1%	<b>0%</b>	0%
<b>White non-Hispanic</b>	<b>3%</b>	43%	<b>4%</b>	43%	<b>4%</b>	43%	<b>1%</b>	0%
<b>Unknown</b>	<b>6%</b>	7%	<b>5%</b>	5%	<b>0%</b>	2%	<b>-6%</b>	-5%
<b>All Students</b>	<b>100%</b>	100%	<b>100%</b>	100%	<b>100%</b>	100%	<b>-</b>	<b>-</b>

NOTE: Percentages may not add up to 100% due to rounding.

**PRODUCTIVITY:** Productivity (FTES/FTEF) for LMC’s English as a Second Language (ESL) program increased from 14.3 in 2002-2003 to 15.1 in 2004-2005, an increase of .8 in the last three years. The productivity figures for LMC’s ESL are about in the mid-range when compared to those of the sister colleges of the District.

Full-time FTEF has decreased by .56 and part-time FTEF has increased by .46 in the last three years. There is no Classified FTEF for ESL.

### FTES/FTEF: English as a Second Language

	2002-2003	2003-2004	2004-2005	Change
<b>LMC Program</b>	14.3	16.7	15.1	+.8
<b>CCC*</b>	17.6	16.2	18.1	+.5
<b>DVC*</b>	13.7	13.3	12.9	-.8
<b>State Average</b>				

Productivity (FTES/FTEF) is defined as the average number of FTES earned per full-time equivalent instructor. FTES is defined as 525 student contact hours, based on a 15 hour weekly course load for 2 semester at 17.5 weeks per semester (15x2x17.5=525).

\*Data obtained from COGNOS.

### FTEF: English as a Second Language

	2002-2003	2003-2004	2004-2005	Change
<b>FT FTEF</b>	1.65	1.35	1.09	-.56
<b>PT FTEF</b>	1.31	1.01	1.77	+.46
<b>Classified FTEF</b>	0	0	0	0

**RETENTION RATES:** Retention Rate for students in the ESL program has increased from 86% in 2002-2003 to 92% in 2004-2005, a 6% increase. It is important to note that the retention rate for ESL has been higher than the college average for the last three years.

When examining retention rates by ethnicity for the last three years, it is observed that the retention rate for Asians increased by 1%, for African-Americans by 43%, for Hispanics by 9%, and for Whites by 14%. The retention rates for Filipinos decreased by 9%.

### Retention Rates: English as a Second Language

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	690	47,311	568	41,959	623	42,937	-67	-4,374
<b>Asian</b>	<b>90%</b>	84%	<b>83%</b>	84%	<b>91%</b>	87%	<b>1%</b>	3%
<b>African American (non-Hispanic)</b>	<b>57%</b>	73%	<b>50%</b>	73%	<b>100%</b>	72%	<b>43%</b>	-1%
<b>Filipino</b>	<b>91%</b>	84%	<b>93%</b>	84%	<b>82%</b>	82%	<b>-9%</b>	-2%
<b>Hispanic</b>	<b>84%</b>	82%	<b>89%</b>	81%	<b>93%</b>	82%	<b>9%</b>	0%
<b>American Indian/Alaskan Native</b>	<b>0%</b>	80%	<b>0%</b>	84%	<b>0%</b>	81%	<b>0%</b>	1%
<b>Other Non-White</b>	<b>100%</b>	81%	<b>83%</b>	80%	<b>58%</b>	79%	<b>-42%</b>	-2%
<b>Pacific Islander</b>	<b>0%</b>	81%	<b>100%</b>	82%	<b>0%</b>	80%	<b>0%</b>	-1%
<b>White Non-Hispanic</b>	<b>81%</b>	84%	<b>86%</b>	85%	<b>95%</b>	84%	<b>14%</b>	0%
<b>Unknown</b>	<b>91%</b>	84%	<b>96%</b>	81%	<b>100%</b>	83%	<b>9%</b>	-1%
<b>All LMC Students</b>	<b>86%</b>	82%	<b>88%</b>	82%	<b>92%</b>	82%	<b>6%</b>	0%
<b>State Average</b>		83%		83%		83%		0%

**DEFINITION:** Student is retained in the course to end of term. A, B, C, D, F, CR, NC, I grade notations.

**MEASUREMENT:** Percent of students retained in courses out of total enrolled in courses. The retention rate is calculated by dividing the numerator (number of students with A, B, C, D, F, CR, NC, I) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I).

**SUCCESS RATES:** Success Rate for students in the ESL program has increased from 69% in 2002-2003 to 72% in 2004-2005, a 3% increase for the last three years. The success rate for ESL has been comparable to that of the college average, except in 2004-2005. It was 5% higher.

When examining success rates by ethnicity for the last three years, it is observed that the success rate for Asians increased by 1%, for Hispanics by 5% and for Whites by 6%. The success rate for African-Americans decreased by 24% and for Filipinos by 9%.

### Success Rates: English as a Second Language

	2002-2003		2003-2004		2004-2005		3-Year Change	
	Program	College	Program	College	Program	College	Program	College
	690	47,311	568	41,959	623	42,937	-67	-4,374
Asian	80%	71%	68%	72%	81%	74%	1%	3%
African American (non-Hispanic)	57%	51%	0%	51%	33%	50%	-24%	-1%
Filipino	86%	70%	93%	71%	77%	70%	-9%	0%
Hispanic	65%	65%	65%	66%	70%	66%	5%	1%
American Indian/Alaskan Native	0%	69%	0%	70%	0%	64%	0%	-5%
Other Non-White	88%	61%	17%	65%	42%	65%	-46%	4%
Pacific Islander	0%	63%	67%	61%	0%	61%	0%	-2%
White Non-Hispanic	75%	72%	86%	74%	81%	72%	6%	0%
Unknown	66%	69%	82%	66%	100%	67%	34%	-2%
All Students	69%	67%	67%	68%	72%	67%	3%	0%
State Average		67%		67%		67%		0%

**DEFINITION:** Student succeeds in the course to end of term. A, B, C, CR grade notations.

**MEASUREMENT:** Percent of students successful in courses out of total enrolled in courses. The success rate is calculated by dividing the numerator (number of students with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I).

**NUMBER OF STUDENTS WITH DELCARED MAJOR WHO COMPLETED 18 UNTS OR MORE:**

No major is offered in ESL.

**Number of Students with Declared Major who Completed 18 Units or More:  
English as a Second Language**

	2002-2003	2003-2004	2004-2005	3-Year Change
<b>Asian</b>				
<b>African American (non-Hispanic)</b>				
<b>Filipino</b>				
<b>Hispanic</b>				
<b>American Indian/Alaskan Native</b>		No Major		
<b>Other Non-White</b>				
<b>Pacific Islander</b>				
<b>White Non-Hispanic</b>				
<b>Unknown</b>				
<b>All Students</b>				-

NOTE: Percentages may not add up to 100% due to rounding.

**Number of Degrees and Certificates: English as a Second Language**

	2002-2003	2003-2004	2004-2005	3-Year Change
<b>Degrees</b>	n/a	n/a	n/a	n/a
<b>Certificates</b>	n/a	n/a	n/a	n/a